

GOVERNORS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
DIVISION OF COMMUNICATION DISORDERS

COURSE SYLLABUS

COURSE NO: CDIS 845
COURSE TITLE: Advanced Rehabilitative Audiology
COORDINATOR: Jay Lubinsky
CREDITS: 3
LEVEL: Graduate
TERM: Fall, 1990

RATIONALE AND INSTRUCTIONAL OBJECTIVES

The rehabilitative process for persons with auditory disability is an important area of knowledge and clinical skill for the professional worker in communication disorders. It is the purpose of this course to academically prepare students to work toward the rehabilitation of the auditorily impaired.

PREREQUISITES:

Competencies obtained in Hearing Science, Speech and Language Development, Introduction to Clinical Audiology, and Introduction to Rehabilitative Audiology, or their equivalents.

COMPETENCIES: Upon completion of this course, the student will be able to:

- 1) Describe the acoustic, auditory, visual, and cognitive processes of normal speech perception.
- 2) Describe the normal development of audition and auditory behavior, including the development of speech-language perception.
- 3) Describe the effects of auditory deficit on speech perception.
- 4) Describe the principles and procedures of assessment necessary for aural rehabilitation.
- 5) Plan appropriate therapy for auditorily-impaired children and adults.
- 6) Describe characteristics of hearing aids and other amplifying devices, and the principles underlying their selection and use.

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- 7) Develop skills necessary for effective patient counseling and interviewing.
- 8) Develop a core vocabulary in sign language sufficient for practicum experience with hearing-impaired clients.

REQUIRED TEXT:

Riekehof, L. (1987). The Joy of Signing (2nd ed.).
Springfield, MO: Gospel Publishing.

LEARNING ACTIVITIES:

1. Attend and participate in lecture and discussion in class.
2. Simulate a sudden bilateral conductive hearing loss by wearing ear plugs for three days. Prepare a short (no more than five pages) paper describing emotional reactions to the loss, and the circumstances surrounding these reactions. The more insightful student will relate those reactions to beliefs, points of view, and reaction pattern in other areas of her life.
3. Play the "Responsibility Game." The rules are (a) be in class and back from break at the scheduled time, (b) if not in class on time, figure out in what ways you were entirely responsible for that, (c, for instructor only) end class at the scheduled time.
4. Complete the major project for the three hypothetical cases.
 - a. For the hearing-impaired clients:
 - (1) Describe a program of amplification monitoring and/or orientation as appropriate.
 - (2) Assess the client prior to therapy
 - (a) Include a description of each assessment tool or procedure. For standardized materials, include relevant information on purpose, description, development, and research from published sources. For non-standard (unpublished) procedures, provide a rationale, based on published information, for why you structured each procedure in a particular way.
 - (b) Present your rationale for using each assessment tool or procedure.
 - (c) Describe the methodology of presentation or data gathering.
 - (d) Make up hypothetical results, which include areas of deficit, and explain the results.

- (3) Define goals and provide therapy:
 - (a) Out of several possible long-term goals, list two (per client) in areas necessary to effective speech language processing.
 - (b) For one long-term goal per client, include a set of short-term goals necessary and sufficient to reach the long-term goal. With each short-term goal, include a rationale for its inclusion, derived from specific assessment results.
 - (c) For one of the short-term goals (per client), provide two lesson plans (i.e., two lesson plans per client). Each lesson plan should include:
 - (1) a restatement of the short-term goal and a statement of the lesson goal(s),
 - (2) specific materials to be used (e.g., if your material is twenty sentences, it is not sufficient to say, "Material: Twenty sentences." You must show the twenty sentences you would use),
 - (4) provisions for collecting data, if appropriate.
- b. For the counseling client, provide:
 - (1) A general description of the grieving or mourning process as it applies to hearing loss,
 - (2) Two imaginary conversations with the client. Include at least ten statements or sentences by the client which indicate the aspect of grieving he is experiencing. Include at least ten responses by the therapist showing active and empathetic listening. Show how, in your conversations, you use various facilitative and "active listening" techniques.
5. Prepare a draft for the major project for class presentation. The draft will include only the assessment, goals, and therapy sections for one hearing-impaired client.
6. Readings. It is expected that you will read, listen to, or watch required materials. Recommended readings, on the other hand, are not intended to be an exhaustive listing. Even a cursory review of the literature will reveal many more sources than are listed here. It is expected that graduate students will avail themselves of whatever scholarly sources are available in order to understand and derive value from the course material.

ASSESSMENT:

1. Two exams, covering speech perception, auditory development, assessment and remediation procedures, amplification, and counseling: 40% of final grade.
2. One exam on sign language: 5% of final grade.
3. Written materials for the hearing-impaired clients: 40% of final grade (20% each). The material will be assessed as follows:
 - a) Assessment, 25%
 - b) Ability to outline goals, 15%
 - c) Ability to plan therapy sessions, 25%
 - d) Amplification, 10%
 - e) Originality, completeness, scholarship, organization, and ability to use information from class presentations and/or reading, 25%
4. Written materials for the counseling client, 7.5% of final grade.
5. Paper on reaction to hearing loss, 7.5% of final grade.

GRADING:

- A - Indicative of superior achievement of competencies.
Evidenced by a total of at least 90% from all grading factors.
- B - Indicative of very satisfactory achievement of competencies.
Evidenced by a total of 80-89% from all grading factors.
- C - Indicative of minimally acceptable performance. Evidenced
by a total of 70-79% from all grading factors.
- D,F Indicative of unsatisfactory attempt to achieve competence.
Evidenced by failure to meet criteria for grades A, B,
or C.

SYNOPSIS OF CLASSES:

- Sept. 6 - Normal speech acoustics and perception.
- Sept. 13 - Information processing.
- Sept. 20 - Impaired speech perception. Assessment of
receptive skills.
- Sept. 27 - Assessment of receptive skills.

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- Oct. 4 - Assessment of receptive skills.
- Oct. 11 - Examination on normal and impaired speech perception and assessment. Remediation of receptive skills.
- Oct. 18 - Remediation of receptive skills.
- Oct. 25 - Amplification.
- Nov. 1 - Amplification.
- Nov. 8 - Emotional reactions. Counseling.
- Nov. 15 - Emotional reactions. Counseling. Reaction papers due.
- Nov. 29 - Examination on remediation, amplification, and counseling. Analysis of sample projects.
- Dec. 6 - Project Q & A. Case presentations.
- Dec. 13 - Projects due. Quiz on sign language.
- . All sessions will include work on sign language.